NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WOODBURY CITY PUBLIC SCHOOLS	School: Woodbury Junior-Senior High School
Chief School Administrator: JOSEPH JONES	Address: 25 North Broad St. Woodbury, NJ 08096
Chief School Administrator's E-mail: jjones@woodburysch.com	Grade Levels: 6-12
Title I Contact: Vince Myers	Principal: Eder Joseph
Title I Contact E-mail: vmyers@woodburysch.com	Principal's E-mail: ejoseph@woodburysch.com
Title I Contact Phone Number:	Principal's Phone Number: 856-853-0123 EXT 220

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

√ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Eder Joseph	*Eder Joseph*	6/22/15
Principal's Name (Print)	**Principal's Signature**	**Date**

Critical Overview Elements

- The School held **7**   (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 27,420,157 , which comprised   94 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $27,545,783 , which will comprise   94 % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
AVID	1,2			
Workplace	1,3			
Summer School (Enriichment-Remediation)	1,3,4			
Academic Support	1,2			
Reading/Writing Workshop	1,4			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Eder Joseph	Principal	Yes	Yes	Yes	On File
Anita Campbell	Parent	Yes	Yes	Yes	On File
Yael Emenecker	School Staff-Teacher	Yes	Yes	Yes	On File
Cynthia Cammarota	School Staff -Teacher	Yes	Yes	Yes	On File
Joseph Jones	Superintendent	Yes	Yes	Yes	On File
Ed Murphy	District Administrator	Yes	Yes	Yes	On File
Donna Cohen	Administrator	Yes	Yes	Yes	On File
Barbara Moore Williams	Consultant	Yes	Yes	Yes	On File
Ivy Pinkney-Davis	School Staff-Support	Yes	Yes	Yes	On File

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
August 5, 2014	Junior-Senior High School	Comprehensive Needs Assessment	X		X	
October 8, 2014	Junior-Senior High School	ScIP: Schoolwide Plan development	X		X	
October 20, 2014	Junior-Senior High School	PAC: Schoolwide plan development	X		X	
February 4, 2015	Junior-Senior High School	ScIP: Program Evaluation	X		X	
April 15, 2015	Junior-Senior High School	ScIP: Program Evaluation	X		X	
May 6, 2015	Junior-Senior High School	ScIP: Schoolwide plan development	X		X	
May 18, 2015	Junior-Senior High School	PAC: Schoolwide plan development	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Woodbury envisions being the best at being leaders in personalizing education… Woodbury Junior- Senior High School is committed to increasing student achievement by: • Closing the achievement gap with proven and innovative strategies and activities • Improving teacher quality with PD opportunities and coaching support • Developing close relationships with students through Developmental Designs • Building a bridge between school, home and community

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Yes

2. What were the strengths of the implementation process?

   The strengths included providing academic support to students focused on both literacy and math on a daily basis. The ability to extend the day for students with the utilization of our Workplace program where students were afforded the opportunity to receive individual and small group help on assignments and homework from certified teachers.

3. What implementation challenges and barriers did the school encounter?

   Although the Workplace program averaged over 75 students on a daily basis, a majority of the students serviced were junior-senior high school students. A greater emphasis will be placed on targeting and attracting high school students to attend the program.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Collegial conversation about the implementation of the program and the needs for students were a major strength. Keeping students and learning at the core of the conversation allowed us to move forward with the plan.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   Weekly department meetings, weekly team meetings at the junior high school level, PLC meetings, and ScIP meetings allowed the focus to be on student learning.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions**?**

Staff surveys were used to measure the staff's perceptions of the plan and conversations during meetings. The perception was that the program that was implemented was effective, but there are always areas for improvement.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Parent surveys were used to measure the parent's perceptions of the plan. Principal Advisory meetings and PTSA meetings were opportunities to discuss the plan and evaluate the plan as well. Parents who participated appreciated the opportunity to have a voice in the dealings of the school and their child's educational opportunities.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Academic Support—small group, push in, individualized
Tutoring—after school grade level groups
AVID—whole class
Developmental Designs—whole class

9. How did the school structure the interventions?

Academic Support—small group, push in, individualized
Tutoring—after school for all students
AVID—whole class
Developmental Designs—whole class

10. How frequently did students receive instructional interventions?
Daily interventions were provided for students in both literacy and math during the school day, and Workplace was available to students daily after school.

11. What technologies did the school use to support the program? **Ipad Carts, Chromebooks, Smartboard, Document Cameras.**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

Technology is an integral part of the success of the program due to the fact that the math program at the junior high level currently has an online feature that enables students to receive a tailored program to meet their specific needs.

*Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 6	52/108	Available summer 2015	Workplace, Summer Enrichment, Goal Setting/Study Skills	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 7	35/88	Available summer 2015	Workplace, Summer Enrichment, Literacy Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 8	34/104	Available summer 2015	Workplace, Summer Enrichment, Literacy Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 11	10/75	Available summer 2015	Workplace, Summer Enrichment, Literacy Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 12	No data	No data	Workplace, Summer Enrichment, Literacy Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 6	23/107	Available summer 2015	Workplace, Summer Enrichment, Goal Setting/Study Skills	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 7	23/108	Available summer 2015	Workplace, Summer Enrichment, Math Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 8	42/103	Available summer 2015	Workplace, Summer Enrichment, Math Support	Our data shows that student performance increases significantly with support at the 8th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 11	20/75	Available summer 2015	Workplace, Summer Enrichment, Math Support	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement.
Grade 12	No data	No data	Workplace, Summer Enrichment, Math Support	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	No data	No data	Math Support, Study Skills, Workplace, Freshmen Seminar	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement
Grade 10	No data	No data	Math Support, Study Skills, Workplace	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	No data	No data	Literacy Support, Study Skills, Workplace, Freshmen Seminar	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement
Grade 10	No data	No data	Literacy Support, Study Skills, Workplace	Our data shows that student performance increases significantly with support at the 11th grade level. We credit the additional support provided through this intervention as a major cause for the improvement

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Study Skills, Workplace, Summer Enrichment	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
Math	Students with Disabilities	Study Skills, Workplace, Summer Enrichment	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
ELA	Homeless	Study Skills, Literacy Support, Workplace	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
Math	Homeless	Study Skills, Literacy Support, Workplace	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
ELA	ELLs	English as a Second Language, Literacy Support, Workplace	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
Math	ELLs	English as a Second Language, Math Support, Workplace	Yes	Benchmark Assessment, IEP goals, standardized assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
ELA	Economically Disadvantaged	Literacy Support, Workplace, AVID	Yes	Benchmark Assessments, Standardized Assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.
Math	Economically Disadvantaged	Math Support, Workplace, AVID	Yes	Benchmark Assessments, Standardized Assessments	Student performance after analyzing Benchmark data and adjusting instruction to realize improved performance on standardized assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
Math	Students with Disabilities	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
ELA	Homeless	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
Math	Homeless	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
ELA	ELLs	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
Math	ELLs	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
ELA	Economically Disadvantaged	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.
Math	Economically Disadvantaged	Workplace, summer enrichment	Yes	Attendance, Enrollment, Grades	An average of over 80 students attended the after school workplace program. Summer enrichment is required for identified students. Students who regularly attend the program demonstrate an increase in their daily grade from the support.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Consultation/ Inclusion Training, Common Core Lesson Study (Rowan University), Literacy TA	Yes	Benchmarks; Standardized Assessments, IEP goals	Quarterly report cards, standardized assessments, IEP goals, Benchmark Assessments
Math	Students with Disabilities	Digits Support, Consultation/ Inclusion Training	Yes	Benchmarks; Standardized Assessments, IEP goals	Quarterly report cards, standardized assessments, IEP goals, Benchmark Assessments
ELA	Homeless	DI Training, Common Core Lesson Study (Rowan University), Literacy TA	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	Quarterly report cards, standardized assessments, Benchmark Assessments
Math	Homeless	Digits Support, Carnegie Learning Training, DI Training	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	Quarterly report cards, standardized assessments, Benchmark Assessments
ELA	ELLs	DI Training, Common Core Lesson Study (Rowan University), Literacy TA	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	Quarterly report cards, standardized assessments, Benchmark Assessments
Math	ELLs	Digits Support,	Yes	Disaggregated data	Quarterly report cards, standardized

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Carnegie Learning Training, DI Training		comparisons In – School assessments Standardized test results/SGO	assessments, Benchmark Assessments
ELA	Economically Disadvantaged	DI Training, Common Core Lesson Study (Rowan University), Literacy TA	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	Quarterly report cards, standardized assessments, Benchmark Assessments
Math	Economically Disadvantaged	Digits Support, Carnegie Learning Training, DI Training	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	Quarterly report cards, standardized assessments, Benchmark Assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IEP Meetings, Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
Math	Students with Disabilities	IEP Meetings, Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
ELA	Homeless	Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
Math	Homeless	Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
ELA	ELLs	Principals Advisory Council- PAC	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PTO			PTO: Parent group met every month – to review academic and social programs conducted at the school.
Math	ELLs	Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
ELA	Economically Disadvantaged	Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.
Math	Economically Disadvantaged	Principals Advisory Council- PAC PTO	Yes	Attendance	PAC: Parent group met two (2) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – to review academic and social programs conducted at the school.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Eder Joseph   *Eder Joseph*   6/22/15
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Standardized test, benchmark assessment, teacher created assessment	62% Proficient/Advanced Proficient School wide
Academic Achievement - Writing	Standardized test, writing benchmark assessment	Growth scores on students writing benchmark assessments.
Academic Achievement - Mathematics	Standardized test, benchmark assessment, teacher created assessment	66.2% Proficient/Advanced Proficient School wide
Family and Community Engagement	Principal Advisory Committee; AVID Family Nights; Back to School Night	The Strategic Plan action plan to realized 100% parent participation has resulted in 90% or more parent participation. The initiative continues and yields greater numbers each year.
Professional Development	Marzano Evaluations; Walkthrough information	Scores on various elements as indicated on Marzano evaluation tool.
Leadership	Evaluations	Annual evaluations are conducted for every administrator. Corrective action plans encompassed in this process.
School Climate and Culture	End of the Year Community Survey	Our End of the Year Community Survey results have yet to be compiled
School-Based Youth Services	Staff/Student Files	Robins Nest- Danielli Counseling Services served more than twenty regular education students this year.
Students with Disabilities	Student's IEP; Standardized test,	50% Proficient/Advanced Proficient School wide

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	benchmark assessments	
Homeless Students	Standardized test, benchmark assessment, teacher created assessment	66.2% Proficient/Advanced Proficient School wide in mathematics 62% Proficient/Advanced Proficient School wide in LAL
Migrant Students	N/A	
English Language Learners	Standardized test, benchmark assessment, teacher created assessment	66.2% Proficient/Advanced Proficient School wide in mathematics 62% Proficient/Advanced Proficient School wide in LAL
Economically Disadvantaged	Standardized test, benchmark assessment, teacher created assessment	66.2% Proficient/Advanced Proficient School wide in mathematics 62% Proficient/Advanced Proficient School wide in LAL

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   Data is compiled by the Education and Research Coordinator and presented to stakeholders in Data Conferences for all measures used to identify strengths and weaknesses in our curriculum for the following instructional programs: Writing Benchmarks; Standardized Tests; Differentiated Instruction; In Class Support ; AVID

2. What process did the school use to collect and compile data for student subgroups?

   Multiple methods (Writing Benchmarks, Standardized Tests, Teacher made assessments) involving all data disaggregated by various subgroups and NJ Smart data

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Achievement results were based on standardized assessments collected from the New Jersey Department of Education and represent a valid sample size of the student population. All data were analyzed multiple times to ensure the validity and reliability of the results presented. In some instances, multiple measures were collected and triangulated to further ensure the validity and reliability of results.

4. What did the data analysis reveal regarding classroom instruction?

Effective Literacy Art Language – Writing skills specifically, continues to be an area that requires more attention. There will be a need to refocus the curriculum to continue to meet the expectations of the CCSS and the new assessment.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

In response, the entire faculty – across disciplines – is in our third year of training for Literacy TA which addresses writing and reading skills that can be used in all disciplines. Differentiated Instruction strategies continue to be a focus to help teachers meet the needs of all students.

6. How does the school identify educationally at-risk students in a timely manner?

The use of benchmark assessments in all content areas allow for a timely identification of at risk students. There will be a need for a more concise uniform method to identify students.

7. How does the school provide effective interventions to educationally at-risk students?

Math and Literacy support classes are provided for students in need of additional support. These classes are embedded into the daily schedule; students attend either class (or both) daily

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students? **Homeless students are provided the same instruction as other students.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    ScIP and Leadership Council meetings are active in the training that is provided to teachers for academic achievement. Also included: Principal Advisory Committee, Summer Planning Committee, Curriculum Mapping, Summer PD Development, and Articulation.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    Rising [grade] Orientations are held annually for parents and students entering into the 6th grade and 8th grade students entering the Senior High School. .

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    Data from NJASK Assessment, HSPA Assessment, Benchmark Assessments

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Close The Achievement Gap	Close the Achievement Gap
Describe the priority problem using at least two data sources	Disparity of data amongst subgroups	Disparity of data amongst subgroups
Describe the root causes of the problem	The student scores show a disparity between tested subgroups on State assessments. Data indicates that a significant number of special education students arrive at the school already classified. Special education students who arrive at the middle school with significant reading deficiencies are challenged in meeting academic benchmarks. Nineteen percent of the total school population is enrolled in a special education program	The student scores show a disparity between tested subgroups on State assessments. Data indicates that there is an achievement gap focused on students in the following subgroups: African American, Hispanic, Economically Disadvantage subgroup. Data shows that there is this gap beginning in the elementary school.
Subgroups or populations addressed	Students with Disabilities	Economically disadvantage, African American, Hispanic
Related content area missed (i.e., ELA, Mathematics)	LAL and Math	LAL and Math
Name of scientifically research based intervention to address priority problems	Differentiated Instruction, Reading Workshop, Writing Workshop, Study Skills	Math Support/ Literacy Support
How does the intervention align with the Common Core State Standards?	Reading and writing workshop will target students at their instructional level to provide scaffolded support to meet the CCSS expectation.	Math and Literacy support will be scheduled to provide identified students an opportunity to preview the skills that will be taught in their general education class.

		Students will be provided opportunities to work in small groups targeting topics in both literacy and math connected with CCSS to better prepare them for classroom instruction.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Effective Use of Classroom Technology	Reading and writing
Describe the priority problem using at least two data sources	Technology is ever changing. We seem to always be in a "catch up" mode.	At the 7th and 8th grade level, there needs to be a priority on having students increase their stamina to read non-fiction and extended text.
Describe the root causes of the problem	Funding	The current allotted time for literacy is 50 minutes per day.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	All	ELA
Name of scientifically research based intervention to address priority problems	Digits Math, Carnegie Learning Math, STAR Reading	Reading and Writing Workshop
How does the intervention align with the Common Core State Standards?	Will better utilized technology to meet students' individual needs and adequately differentiate instruction.	Focusing on balancing text that will garner students interest and non-fiction text that is found on PARCC assessment.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
ELA	Students with Disabilities	Study Skills/ inclusive classroom	Principal Supervisor of C&I Director of Special Services	Grades, Benchmark Assessments, STAR reading Assessment, IEP goals	Kochhar, C. A., et al. (2000). Successful Inclusion: Practical Strategies for a Shared Responsibility. Upper Saddle River, NJ: Prentice-Hall.
Math	Students with Disabilities	Study Skills/ inclusive classroom	Principal Supervisor of C&I Director of Special Services	Grades, Benchmark Assessments, PARCC scores	Kochhar, C. A., et al. (2000). Successful Inclusion: Practical Strategies for a Shared Responsibility. Upper Saddle River, NJ: Prentice-Hall.
ELA	Homeless	Differentiated Instruction, Literacy Support, AVID, Workplace	Principal Supervisor of C&I	Grades, Benchmark Assessments, STAR reading Assessment, PARCC scores	California Department of education Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999) The Journal of School Psychology – John T. Ryan Assistant Professor Department of Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA Professor Department of Educational Psychology Guskey, TR. How Classroom Assessments

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.
Math	Homeless	Differentiated Instruction, Math Support, AVID, Workplace	Principal Supervisor of C&I	Grades, Benchmark Assessments, PARCC scores	California Department of education
					Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal
					Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999)
					The Journal of School Psychology – John T. Ryan
					Assistant Professor Department of Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA
					Professor Department of Educational Psychology
					Guskey, TR. How Classroom Assessments Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.
ELA	ELLs	Differentiated Instruction, Literacy Support, AVID, Workplace, ESL	Principal Supervisor of C&I	Grades, Benchmark Assessments, STAR reading Assessment, PARCC scores	California Department of education
					Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal
					Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999)
					The Journal of School Psychology – John T. Ryan
					Assistant Professor Department of Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Professor Department of Educational Psychology Guskey, TR. How Classroom Assessments Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.
Math	ELLs	Differentiated Instruction, Math Support, AVID, Workplace, ESL	Principal Supervisor of C&I	Grades, Benchmark Assessments, PARCC scores	California Department of education Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999) The Journal of School Psychology – John T. Ryan Assistant Professor Department of Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA Professor Department of Educational Psychology Guskey, TR. How Classroom Assessments Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.
ELA	Economically Disadvantaged	Differentiated Instruction, Literacy Support, AVID, Workplace	Principal Supervisor of C&I	Grades, Benchmark Assessments, STAR reading Assessment, PARCC scores	California Department of education Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999) The Journal of School Psychology – John T. Ryan Assistant Professor Department of

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA
					Professor Department of Educational Psychology
					Guskey, TR. How Classroom Assessments Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.
Math	Economically Disadvantaged	Differentiated Instruction, Math Support, AVID, Workplace	Principal Supervisor of C&I	Grades, Benchmark Assessments, STAR reading Assessment, PARCC scores	California Department of education Research Based: ETTC/EIRC, CA Tomlinson, J McTighe, Educational Leadership Journal Tomlinson, C. "The differentiated classroom: responding to the needs of all learners" (1999) The Journal of School Psychology – John T. Ryan Assistant Professor Department of Psychology University of Rhode Island, Kingston, Rhode Island 02881, USA Professor Department of Educational Psychology Guskey, TR. How Classroom Assessments Improve Learning. Ed. Leadership, Feb. 2003, Vol. 60, No. 5.

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Workplace, Summer Bridge program 6-11	Principal Supervisor of C&I	IEP Goals met, Grades, PARCC Scores, Benchmark Assessments, Growth in STAR Reading Assessment	Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	Students with Disabilities	Workplace, Summer Bridge program 6-11, *After school Math Support	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments	Making Middle Grades Work (SREB) High Schools that Work (SREB)
ELA	Homeless	Workplace, Summer Bridge program 6-11	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments, Growth in STAR Reading Assessment	Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	Homeless	Workplace, Summer Bridge program 6-11, *After school Math Support	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments	Making Middle Grades Work (SREB) High Schools that Work (SREB)
ELA	Migrant				
ELA	ELLs	Workplace, Summer Bridge program 6-11	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments, Growth in STAR Reading Assessment	Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	ELLs	Workplace, Summer Bridge program 6-11, *After school Math Support	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments	Making Middle Grades Work (SREB) High Schools that Work (SREB)
ELA	Economically Disadvantaged	Workplace, Summer Bridge program 6-11, 25 Book Challenge	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments, Growth in STAR Reading Assessment	Making Middle Grades Work (SREB) High Schools that Work (SREB)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Workplace, Summer Bridge program 6-11, *After school Math Support	Principal Supervisor of C&I	Grades, PARCC Scores, Benchmark Assessments	Making Middle Grades Work (SREB) High Schools that Work (SREB)

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Reading and Writing Workshop, DI, *Learner Active Technology Infused	Principal Supervisor of C&I	Growth on STAR Reading Assessment, Benchmark Assessments, PARCC Scores, Writing Samples	Lucy Caulkins, Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	Students with Disabilities	Inclusive Classroom, Carnegie Learning, Digits Math	Principal Supervisor of C&I	IEP Goals, Benchmark Assessments, PARCC Scores	Making Middle Grades Work (SREB) High Schools that Work (SREB)
ELA	Homeless	Reading and Writing Workshop, DI, *Learner Active Technology Infused	Principal Supervisor of C&I	Growth on STAR Reading Assessment, Benchmark Assessments, PARCC Scores, Writing Samples	Lucy Caulkins, Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	Homeless	Carnegie Learning,	Principal	Benchmark Assessments, PARCC	Making Middle Grades Work (SREB)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Digits Math, DI	Supervisor of C&I	Scores	High Schools that Work (SREB)
ELA	ELLs	Reading and Writing Workshop, DI, *Learner Active Technology Infused	Principal Supervisor of C&I	Growth on STAR Reading Assessment, Benchmark Assessments, PARCC Scores, Writing Samples	Lucy Caulkins, Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	ELLs	Carnegie Learning, Digits Math, DI	Principal Supervisor of C&I	Benchmark Assessments, PARCC Scores	Making Middle Grades Work (SREB) High Schools that Work (SREB)
ELA	Economically Disadvantaged	Reading and Writing Workshop, DI, *Learner Active Technology Infused	Principal Supervisor of C&I	Growth on STAR Reading Assessment, Benchmark Assessments, PARCC Scores, Writing Samples	Lucy Caulkins, Making Middle Grades Work (SREB) High Schools that Work (SREB)
Math	Economically Disadvantaged	Carnegie Learning, Digits Math, DI	Principal Supervisor of C&I	Benchmark Assessments, PARCC Scores	Making Middle Grades Work (SREB) High Schools that Work (SREB)

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   This review will take place internally utilizing the Leadership Council, Principal Advisory Committee, and ScIP Committee. The principal will lead the review.

2. What barriers or challenges does the school anticipate during the implementation process?

   Ensuring that there is parental involvement throughout the process.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Implemented programs will be introduced in the Leadership Council, a district wide group, investigating and making decisions to move the district in the right direction. The same happens at the building level with ScIP and faculty/PLC meetings.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   We will utilize staff surveys to gauge perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   We will utilize surveys to gauge the perceptions of the community.

6. How will the school structure interventions?

   Interventions are conducted daily in a scheduled support class for students who require the assistance.

7. How frequently will students receive instructional interventions?

Instructional interventions take place daily.

8. What resources/technologies will the school use to support the schoolwide program?

   Utilizing technology is key in our program. In 15-16, we will utilize 1:1 Chromebooks in grade 6-8 along with accessible technology for classes who reserve them.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Our statistician pulls data frequently and meets with respective principals. We hold data meetings with teachers to evaluate effectiveness and make changes to individual instructional programs.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Data is reviewed in Principal Advisory Committee meetings quarterly and with ScIP and Leadership Council members.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	IEP Meetings, PAC Meetings, PTSA Meetings, Family Nights	Principal Director of Special Services Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
Math	Students with Disabilities	IEP Meetings, PAC Meetings, PTSA Meetings, Family Nights	Principal Director of Special Services Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
ELA	Homeless	PAC Meetings, PTSA Meetings, Family Nights	Principal Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
Math	Homeless	PAC Meetings, PTSA Meetings, Family Nights	Principal Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
ELA	ELLs	PAC Meetings, PTSA Meetings, Family Nights	Principal Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
Math	ELLs	PAC Meetings, PTSA Meetings, Family Nights	Principal	Attendance	Middle Schools that Work (SREB)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor of C&I		High Schools that Work (SREB)
ELA	Economically Disadvantaged	PAC Meetings, PTSA Meetings, Family Nights	Principal Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)
Math	Economically Disadvantaged	PAC Meetings, PTSA Meetings, Family Nights	Principal Supervisor of C&I	Attendance	Middle Schools that Work (SREB) High Schools that Work (SREB)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **We will schedule Parent Advisory Committee meetings during the school year and informational nights throughout the year.**

2. How will the school engage parents in the development of the written parent involvement policy? **We meet with a Principal Advisory Committee multiple times during each school year. These meetings are purposely scheduled to review, examine, and evaluate the policy.**

3. How will the school distribute its written parent involvement policy? **The policy is shared with parents primarily at the annual Back to School night event.**

4. How will the school engage parents in the development of the school-parent compact? **At the Parent Advisory Committee meeting.**

5. How will the school ensure that parents receive and review the school-parent compact? **The compact is sent home with students in September. The compact is also posted on the district website annually for parents to view.**

6. How will the school report its student achievement data to families and the community? **Parents receive notification through the Highly Qualified teacher letter, the district web site, student report cards and quarterly reports.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **This notification is sent from the Superintendent's office each year.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results? **Families are informed through our district website; Parent Association meetings (PTSA); Board of Education meetings; and the school report card- quarterly.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Families are involved through the Principal Advisory Committee and the school's Parent Association (PTSA)**

10. How will the school inform families about the academic achievement of their child/children? **Communication is implemented through formal mailings, school, team, and teacher conferences**.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Funds will be used to support our family night events (a minimum of four (4) each year and the Family Resource Center.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Mentoring and support of all non-tenured teachers
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	Only those persons with Bachelor degrees or above are hired for these positions. Professional Development sessions are held regularly – monthly – throughout each year. These persons are the first to be considered for teaching positions when they become available – based on their performance as Paraprofessionals.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
As a district we recruit new teachers at various job various across the tri-state areas. This also includes advertising on our website, in local newspapers and websites. We host a rigorous interview process with multiple steps so that a large volume of candidates can be considered for each position.	**Superintendent and Building Administrators**